

*Materials of Conferences***THE PSYCHOLOGOLINGUVISTIC ASPECT IN TRAINING TO DIALOGUE SPEECH OF FOREIGN STUDENTS**

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Modern achievements of the general psychology, age psychology, and psychology of the person, social psychology, and differential psychology, psychology of abilities and to psychology of training to foreign languages give the right for the methodologists of Russian language as foreign to use data of psychological sciences in practical technique Russian language as foreign more purposefully.

The adult person, including into educational activity, acts in a new role of the pupil. But this new role differs from his role carried out several years ago. The main thing is the changing of their motives of training because knowledge are considered by them as means of achievement of vital plans, the successes, the certain social status. The motivation of cognitive activity of the adult, its activity and purposefulness is defined by the personal importance of knowledge.

Hence, process of training of adult students has:

- to base on previous educational, linguistic, life experience;
- to form at students' knowledge, skills, methods of educational activity;
- to open sense of educational activity of each grade level;
- to develop professional qualities of the person of the future teachers-specialists in Russian philology (speech, pedagogical, etc.).

In our opinion, working with adult pupils it is necessary to consider:

- the level of the previous education received on the native land;
- the culture of the country of the arrived students;
- the communicative needs of the adult pupils caused by a choice of their specialty.

It is necessary to note that the position of the adults in relation to educational activity is a position of the person actively making the decision in conformity with the internal values, motives, belief which have been generated during previous activity - educational or labor (Ananiev B.G., Bozhovich L.I., T.K.Donskaja, I.B.Ignatova, Kuljutkin J.N. etc).

The efficiency of educational activity depends not only on cleanly psychological factors, but also from character of a material so its form represents some language which it's used for transfer to the information [7:186-187].

The transformation of the received information occurs in thinking and is made at a verbally-logic

level by means of language, signs and symbols. On the basis of this B.G. Ananiev has allocated three kinds of thinking:

- 1) subject which is made with the actions expressing the ideas;
- 2) evidently-shaped (which is made with search of natural communications on an evident material);
- 3) verbally-logic which bases on a verbal material [1].

It is necessary also to consider psychological features of perception, fixing and preserving the information. Reflective, identifying and modeling functions of a brain help to check the information in system of an available knowledge.

The training adult foreign students to communicative culture represents a uniform process of formation of system of knowledge, communicative skills and skills which are formed and improved during training dialogue speech (the ability to solve language problems by communicative means in concrete forms and situations of dialogues).

Dialogue is educational unit in which language is presented in a functional-system. Language is a special kind of the maximum intellectual, speech activities of the person.

Dialogue is created as a certain message about subjects and about the phenomena of the validity, reflecting attitude to them and the author's influence on listening person (Dridze T.M., Zimnjaja I.A., Leontiev A.A., etc.).

Dialogue is the complex unit uniting all levels of language and speech (linguistic, semantic, psychological), helps to solve the problems of formation of foreign students' communicative culture.

Training dynamism, stability, plasticity, purposefulness, openness, consciousness, efficiency of dialogue speech defines a level forming communicative culture of foreign students as these qualities determine adequacy of speech behavior to a communicative problem which is solved by authors of created dialogue-statement as a product of speech activity.

So, in such process dialogue - a complex method of training which realizes hierarchy of the purposes of the personally-focused training:

- at a didactic level it provides mastering by various methods, ways of the decision of problems, their generalization and ordering, integration of knowledge and skills;
- at a developing level dialogue provides development of divergent thinking, development of cognitive, research skills, provides true representation about the mathematician;
- at a personal level dialogue awakes an idea, provides an opportunity, to go through unexpectedness of decisions, their originality, amazing, a shock and delight.

Increase of a learning efficiency dialogue speeches, creation of conditions for strong mastering knowledge in a broad sense this word (as knowledge and practical skills) sees not only in perfection of the maintenance of knowledge, but also in perfection of receptions of management by formation theoretical and practical *готовностей* on the basis of activation *речемыслительной* activity of students. In other words, it is necessary to arm the student with skills to use rational ways of purchase of knowledge and their processing. It substantially will relieve trainees of an excessive expense of time and energy that as a whole will promote an intensification of process of training to dialogical interaction of foreign students.

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FORMING PERCEPTION OF PIECE OF ART BY JUNIOR PUPILS AT FINE ART CLASSES

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The article deals with the identification of perception development of pupil at the primary school. The author typifies the methodics of forming perception of pieces of art by the pupils at primary school.

Psychologists regard artistic perception of a child as the result of his becoming a person. It is untoured. Not from the very beginning a child perceives a piece of art in capacity of such. In the first instance of the child's development the following is typical: efficient, practical attitude to it (The children palm and touch an image of the picture, stroke it, etc.). In the opinion of some west psychologists, perception of beauty is innate, common to man biologically. Psy-

choanalysts colligate an artistic perception with a sexual instinct [1].

One can't regard a picture perception of the children without its meaning content. L.S. Vygotskiy specified by an experimental approach, that the perception stages revealed by V. Stern, characterize not the development of picture perception, but the balance between perception and speech at the certain stages of development. A composition of piece of art and the degree of coincidence of meaning and structural picture's center are very important for an artistic perception and understanding of an idea.

The perception of the piece of art is a complex mental process. It supposes a capability to inquire and understand a thing shown, but it is only a cognitive act. An important condition of artistic perception is an emotional side of the perceived and expression of the attitude to it (B.M. Teplov, P.M. Jacobson, A.V. Zaporozhets, etc.). A.V. Zaporozhets mentioned the following: "... an aesthetic perception doesn't resolve into the passive affirmation of the familiar sides of reality, even though very important and essential. It demands that an apprehensive person somehow comes in the imaginary circumstances and takes a part in the actions in the mind's eye" [2].

When perceiving any piece of art it is important not only to have general attitude to the whole piece of art, but the character of relationship and child's value of the separated heroes.

During the development of an artistic perception of school children there is an understanding of the expressive means of piece of art, that leads to more adequate, full, deeper perception of it.

A sure-handed application of music and artistic word influence positively understanding of the picture by the junior pupils and help perceiving the word pictures embodied in them deeper. The interesting techniques develop emotional tenderness and observance awakes a taste.

It is important to form the children's correct assessment of the heroes of piece of art. A conversation, especially by using the problematic questions can help very much. They lead a child to understanding the hidden before second true identity of the characters, motives of their behavior and independent over-value of them (in case of initial inadequate value).

Perception of pieces of art by the school child will be deeper, if he learns to see elementary expressive means, used by the author to characterize shown reality (color, color combinations, shape, composition, etc.)

Development of the aesthetic perception happens in all kinds of the artistic and household activity of a child. Under the condition of an expert guidance of the elders it can gain a relatively higher level even at the age of school child. Due to the lessons learned the children at the age of 7 – 10 years learn the things and the whole pictures easily. The pupils steadily conceive 'categorically' even unknown mechanisms,